

# School-Based Achievement Gap Study Guide

August 2008



**Kentucky**  
COMMONWEALTH OF KENTUCKY

# School Based Achievement Gap Study Guide

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## Who Needs the School Based Achievement Gap Study?

Title I, Part A public schools are identified for Title I school improvement if they fail to make adequate yearly progress for 2 consecutive years. Each school identified for Title I improvement must make the necessary revisions in its Comprehensive School Improvement Plan in ways that have the greatest likelihood of improving the performance of participating children in meeting the state's student performance standards. The revised plan should be implemented immediately following such identification. A school that is identified for improvement must reserve and spend at least 10% of its Title I, Part A allocation for each fiscal year that the school is in improvement for professional development.

Kentucky schools in NCLB Tier 1, 2 or 3 school improvement status must conduct this self study to meet NCLB requirements and comply with federal regulations. A school in NCLB tier status should use this process to guide the school's improvement planning and progress monitoring. By using the School Based Achievement Gap Study process and tools, schools can develop a laser-like focus to address achievement gaps, target professional development, create an engaging learning environment and a culture of high expectations, and build leadership capacity. Utilizing a School-Based Achievement Gap Study approach would also assist a school and district to align resources and strategies based on student needs. This proactive step can help the school avoid moving into more intensive NCLB tier consequences, and can build its capacity to move completely out of NCLB school improvement status.

The Title I Part A Handbook (2008-2009), a technical assistance document found on the Kentucky Department of Education's website at <http://www.kyschools.us/KDE/Administrative+Resources/Federal+Programs+and+Instructional+Equity/Title+Programs/Title+I+Part+A+Improving+Academic+Achievement+of+the+Disadvantaged.htm>, provides an overview of the authorizing statute for Title I schools in improvement status. This should be used in conjunction with the U.S. Department of Education policy guidance LEA and School Improvement, Public School Choice, and Supplemental Educational Services (revised July 2006) that may be found at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>

### QUICK REFERENCE FOR TITLE I SCHOOL IMPROVEMENT OVERVIEW OF TITLE I SCHOOL IMPROVEMENT STATUS

Not Making AYP	School Improvement Status	Phase	Consequences
One year	Not applicable	Not applicable	Not applicable
Two (consecutive) years	Tier 1	1st year of school improvement	<ul style="list-style-type: none"> <li>Notification to parents</li> <li>Option to transfer</li> <li>Revise school improvement plan               <ul style="list-style-type: none"> <li>10% for Professional Development from school's Title I allocation</li> </ul> </li> </ul>
Three years (do not have to be consecutive)	Tier 2	2nd year of school improvement	<ul style="list-style-type: none"> <li>Notification to parents</li> <li>Option to transfer</li> <li>Revise school improvement plan               <ul style="list-style-type: none"> <li>10% for Professional Development from school's Title I allocation</li> </ul> </li> <li>Supplemental Educational Services</li> </ul>
Four years (do not have to be consecutive)	Tier 3	Corrective action	<ul style="list-style-type: none"> <li>Notification to parents</li> <li>Option to transfer</li> <li>Revise school improvement plan</li> <li>Supplemental Educational Services</li> <li>Significant intervention by the district</li> </ul>

Five years (do not have to be consecutive)	Tier 4	Restructuring plan/ 2nd year of corrective action	<ul style="list-style-type: none"> <li>• Notification to parents</li> <li>• Option to transfer</li> <li>• Revise school improvement plan</li> <li>• Supplemental Educational Services</li> <li>• Significant intervention by the district</li> <li>• Develop restructuring plan</li> </ul>
Six years (do not have to be consecutive)	Tier 5	Implementation of restructuring plan	<ul style="list-style-type: none"> <li>• Notification to parents</li> <li>• Option to transfer</li> <li>• Revise school improvement plan</li> <li>• Supplemental Educational Services</li> <li>• Implement restructuring plan</li> </ul>

## THE PURPOSE OF THE NO CHILD LEFT BEHIND (NCLB) School Based Achievement Gap Study

The purpose of the School Based Achievement Gap Study is to assist schools in the analysis of their strengths and to determine areas of needed growth, with specific attention to addressing gaps in student achievement that have resulted in a school's identification for Title I school improvement. The district Title I Coordinator and other designated district and school instructional leader/s facilitate the School Based Achievement Gap Study by using the Standards and Indicators for School Improvement (SISI) to gather evidence. The internal self-study will use the findings and evidence gathered to inform revision of the school improvement plan and to focus professional development opportunities and resources. Recommendations and next steps will assist the school to develop, implement, and monitor a plan of action that will impact student achievement and guide the school to proficiency. The School Based Achievement Gap Study is not a scholastic audit or review, but is an internal snapshot of a school narrowly focused on 46 high-leverage indicators carefully selected from the SISI. (See **Appendix B**, p. 11 for the SISI for School Based Achievement Gap Study with SISI Variance Points)

The following are benefits associated with an School Based Achievement Gap Study :

- It allows for capacity building by having school/district leadership involved in the process.
- It fulfills the SISI self-study requirement for comprehensive school improvement planning, with internal and external perspectives on the many facets of school improvement.
- It uses the research-based Standards and Indicators for School Improvement and a process of evidence gathering similar to a Scholastic Audit or Review.
- It provides a proactive tool that is cost-effective.
- It enhances shared knowledge about school and district needs and resources.
- It promotes collegiality, shared ownership and shared accountability.

## School Based Achievement Gap Study Guide and the Standards and Indicators for School Improvement

The School Based Achievement Gap Study Guide and an abbreviated version of the Kentucky's *Standards and Indicators for School Improvement* (**Appendix B**, p. 11) are intended to guide school leaders and staff members in judging how effective the school has been in improving school performance and raising the achievement of all students. In the School Based Achievement Gap Study, the school's gap study team members develop an understanding of the "3" rating description and gather evidence from school documents, surveys of staff and parents, and classroom observations in order to determine whether their school is fully functioning (or not) for each assigned indicator under the nine standards. Findings and evaluative determinations, with supporting evidence, should be recorded in the School Based Achievement Gap Study Workbook. This information is then used by school leadership and staff to focus and drive the school's improvement efforts to meet the needs of all students, especially those in the achievement gaps.

### ACADEMIC PERFORMANCE

**Standard 1: Curriculum-** The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

**Standard 2: Assessment-** The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**Standard 3: Instruction-** The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

### Learning Environment

**Standard 4: School Culture-** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

**Standard 5: Student, Family and Community Support-** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

**Standard 6: Professional Growth, Development, and Evaluation-** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

### Efficiency

**Standard 7: Leadership-** School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

**Standard 8: Organizational Structure and Resources-** The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performances.

**Standard 9: Comprehensive and Effective Planning-** The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

## Brief Description of the School Based Achievement Gap Study Model

The School Based Achievement Gap Study model is an abbreviated version of the Scholastic Audit and Review process used by Kentucky schools and districts to identify and address areas of deficiency in whole school improvement and student achievement. Forty-six (46) of the 88 indicators under nine standards in the Standards and Indicators for School Improvement (SISI) document are addressed in this self-study process. District and school leadership collaborate in engaging the entire school staff in a process of evidence-gathering from school documents, surveys and walkthrough observations. Teams review the evidence and draft findings and recommendations. Input from the entire staff is solicited before the school leadership team develops revisions to the school improvement and professional development plans.

### Step 1: Leadership Orientation Meeting

A **Leadership Orientation Meeting** facilitated by district Title I coordinator (and other district leadership) is held with the school leadership and facilitators at least two weeks prior to the initial staff meeting. The orientation meeting establishes the purpose for the self-study, familiarizes leadership with the process and materials, including the SISI, and organizes and mobilizes the school leadership to prepare for the self-study.

The Title I Coordinator should collaborate with school leadership to decide how the staff will be divided into self-study teams based on these recommended standards groupings (or an alternate configuration depending on the size of the staff) and facilitators are assigned to each of the teams.

Team 1:	Standards 1, 2, 3
Team 2:	Standards 4
Team 3:	Standards 5, 8, 9
Team 4:	Standards 6, 7

School leadership and team facilitators should also take responsibility for conducting surveys (staff, students, parents) and walkthrough observations and gathering school portfolio documents related to their assigned standards. The teams will study the information provided in the school portfolio to familiarize themselves with multiple sources of evidence for possible findings, recommendations and next steps. Portfolio Contents by Standard are listed in **Appendix E**, p.19.

### Step 2: Initial Faculty Meeting

An **Initial Faculty Meeting** is devoted to orienting the entire school staff to the process and the tools. Staff is grouped into pre-assigned teams. Facilitators guide team members in becoming familiar with their assigned standards, indicators, and descriptors for the “fully functioning” level. They also assign the work of reviewing the evidence and drafting preliminary findings for each assigned indicator in preparation for the Gap Study Day.

### Step 3: Gap Study Day

The entire staff comes back together a week later for a full 6-hour **Gap Study Day**. School calendars may dictate using two three hour sessions, three two hour sessions or a combination to be determined by district and school leadership. Facilitators guide team members in reaching consensus on findings for each assigned indicator based on a thorough discussion of multiple sources of evidence. Teams develop draft recommendations and next steps for each standard and present these to the entire staff for input. School leadership facilitates the whole staff in prioritizing next steps for incorporation into the school's comprehensive plan and for monitoring of their implementation. (See Prioritizing our Next Steps, **Appendix P**, p. 37 )

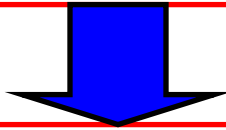
## Leadership Orientation Meeting

**Objective:** To familiarize school leadership and facilitators with the purpose, process and materials needed.



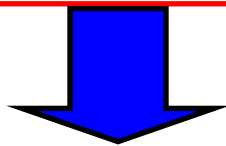
### BEFORE the Leadership Orientation Meeting:

- ✓ Items to Bring: SISl document, Training and Resources CD
- ✓ Be prepared to discuss: NCLB school data, NCLB regulation, tier status and school improvement consequences, components of the handbook.
- ✓ Collaborate with principal to identify a team facilitator for each group.



### DURING the Leadership Orientation Meeting:

- ✓ Share an overview of the process, timeline (**Appendix A**, p. 10) and expectations for both the administration and staff.
- ✓ Collaborate with school leadership to assign staff to teams according to strengths.
- ✓ Arrange the faculty meeting for the purpose of reviewing the SISl document, discussing the Portfolio requirements, for giving assignments and reviewing the Tips for Being A Great Team Member (**Appendix N**, p. 35)
- ✓ Discuss the purpose and requirements for school portfolio collection (**Appendix E**, p. 19).
- ✓ Determine the agenda for the Faculty Meeting.
- ✓ Set up walkthroughs (**Appendix H and I**, p. 26-27).
- ✓ Create a timeline and plan for administering the SISl survey with staff (**Appendix F**, p. 21) and the equity survey with parents (**Appendix G**, p. 25) to be completed prior to the Faculty Meeting.
- ✓ Review list of materials needed and/or refreshments.
- ✓ Make assignments for leadership team members to collect specific items of evidence by standard for the school portfolio.



### AFTER the Leadership Orientation Meeting:

- ✓ School leadership and facilitators will become familiar with the School Based Achievement Gap Study Guide, Workbook and other resources provided on the Resource CD
- ✓ Facilitators will collect assigned pieces of evidence for school portfolio, and school leadership will organize evidence by standard
- ✓ School leadership will provide instructions for staff to complete the SISl survey
- ✓ Administer equity survey with parents.
- ✓ School leadership team will conduct classroom walkthrough observations.

## Surveys and Walkthroughs

### SISI Surveys (Staff)

Electronic surveys will be administered to all staff to increase their familiarity with the Standards and Indicators for School Improvement. The survey asks each respondent to rate each indicator on a scale of 1-4 in two ways: (a) how well he/she knows and/or has experience with the indicator, and (b) the degree to which the indicator is present in the school. An electronic survey is available on the Training and Resources CD. A paper and pencil format of the survey is also included in **Appendix F**, p. 21. School leadership will collate and summarize results of the staff survey.

### Equity Survey (Parents)

A brief electronic Equity Survey (**Appendix G**, p. 25) will be administered to parents. The results of this equity survey will assist the school in determining parent perceptions regarding the school's capacity to respond to the needs of a diverse population. School leadership will collate and summarize results of the equity survey.

### Classroom Walkthrough Observations

Selected district staff and school leadership team members should conduct brief walkthroughs and/or collect any walkthrough data from previous classroom visits. If walkthroughs are conducted in a percentage of classrooms in the school, proportional representation of grade levels and departments must be ensured. A paper and pencil version of a sample classroom walkthrough observation template is included in **Appendix H**, p. 26, with descriptors provided in **Appendix I**, p. 27, to promote consistency and accuracy in observations. An electronic version of this template is also included in the Resource CD.



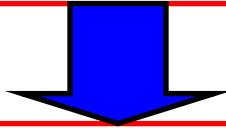
## Faculty Meeting

**Objective:** To familiarize staff with the purpose, process and materials needed.



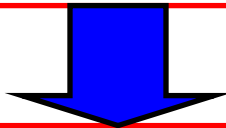
### BEFORE the Faculty Meeting:

- ✓ Distribute SISI surveys to all faculty/staff members and the equity survey to parents.
- ✓ Communicate a completion date and assign a contact person to compile survey data.



### DURING the Faculty Meeting:

- ✓ Discuss purpose of the Achievement Gap Study process.
- ✓ Identify ground rules and expectations for all team members (**Appendix N**, p. 35)
- ✓ Provide overview of the process (use training materials as resources).
- ✓ Distribute copies of assigned standards pages from School Based Achievement Gap Study Workbook to all staff (electronically or in print).
- ✓ Facilitators guide each team in becoming familiar with their assigned standards, indicators and descriptors for the “fully functioning” level.
- ✓ Organize staff into pre-determined groups with appointed facilitator
- ✓ Team Time
  - A. Jeopardy Exercise: Evaluating Evidence and Findings (instructions in **Appendix K**, p. 28, PowerPoint file in Training and Resource CD)
  - B. Discuss Next Steps to be completed before the Gap Study Day



### AFTER the Faculty Meeting:

- ✓ Team members will gather sources of evidence for each assigned standard and indicators and place those in a folder.
- ✓ Each individual member will assign a preliminary performance judgment (Fully Functioning OR Not Fully Functioning) based on evidence and write a draft finding statement for their assigned indicator(s).
- ✓ Groups will reassemble one week later to reach consensus by collectively discussing evidence and performance judgments.

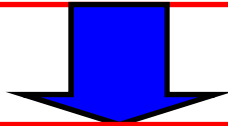
## Gap Study Day

**Objectives:** To analyze strengths and to determine areas of needed growth, to address gaps in student achievement.



### BEFORE the Gap Study Meeting:

- ✓ Team members will bring gathered sources of evidence for the team's assigned standard and preliminary performance judgment with drafted finding statements.



### DURING the Gap Study Meeting:

- ✓ (Review **Appendix M**, p. 31 for Sample Agenda)
- ✓ Team Facilitators will lead each team in an in-depth discussion of the evidence for each indicator for their standards using the suggested jump-start questions in **Appendix N**, p. 32.
- ✓ Each team will enter their performance judgment, sources of evidence (*triangulation: 3 sources*), findings, recommendations and next steps for their standard on the provided electronic template in the workbook.
- ✓ Each Team Facilitator will present the team's performance judgment, findings, recommendations and next steps to the entire staff.
- ✓ After all teams have shared and the whole staff provides input in prioritizing next steps, the school and district leadership will collaborate to finalize priority actions, measurable benchmarks, timelines and persons responsible.



### AFTER the Gap Study Meeting:

The staff will conduct another meeting to ensure the findings are part of the comprehensive needs assessment for Comprehensive School Improvement Planning (CSIP) and that the plan meets the revision requirements according to the NCLB Checklist for School Improvement Plans (**Appendix D**, p. 18).

- ✓ Within 45 days of the CSIP revision a peer review process is required.
- ✓ The revised Comprehensive School Improvement Plan will be kept on file at the district Title I office.
- ✓ The school improvement initiatives will be monitored with periodic Implementation and Impacts Checks (I & I Checks)
- ✓ Monitoring of assessment data for achievement gap groups will occur a minimum of two times per year.

## Appendix A: Suggested Timeline for Implementation of the School Based Achievement Gap Study for 2008

PROCESS/STEP	TARGET DATE FOR COMPLETION	APPROX. # OF HRS.
RELEASE OF NCLB SCHOOL DATA	AUG 4, 2008	NA
FACILITATION TRAINING	AUG. 12 & 14, 2008	3
LEADERSHIP ORIENTATION	AUG. 31, 2008	1.5
RELEASE OF CATS SCHOOL DATA	SEPT. 4, 2008	NA
WALKTHROUGHS AND SURVEYS	SEPT. 12, 2008	NA
FACULTY MEETING	SEPT. 15, 2008	1
NCLB/CATS SCHOOL DATA ANALYSIS	SEPT. 30, 2008	3-6
GAP STUDY DAY	OCT. 15, 2008	6
CSIP REVISION	NOV. 1, 2008	NA
CSIP PEER REVIEW AND REVISION	DEC. 15, 2008	NA

## Appendix B: Standards and Indicators for School Improvement For the School Based Achievement Gap Study **With SISI Variance Points**

### Academic Performance

<b>Standard 1 – Curriculum (Rigorous, intentional and aligned to state and local standards)</b>
1.1a Aligned with Academic Expectations, Core Content, Program of Studies
1.1f Systematic process to monitor, evaluate and review curriculum
1.1g Access to common academic core for all students
<b>Standard 2 – Classroom Evaluation/Assessment (Multiple evaluation, assessment strategies to monitor/modify instruction, meet student needs, support proficient student work)</b>
2.1a Classroom assessments are frequent, rigorous, aligned with Kentucky's core content
2.1b Teachers collaborate in design of authentic assessments, aligned with core content
2.1c Students can articulate the academic expectations, know what is required to be proficient
2.1d Test scores used to identify gaps
2.1e Multiple assessments provide meaningful feedback on learning
2.1f Performance standards clearly communicated and observable in classrooms, student work
<b>Standard 3 – Instruction (Instructional programs engages all students)</b>
3.1a Effective and varied instructional strategies used in all classrooms
3.1b Instructional strategies/activities aligned with school, district, state goals
3.1c Strategies monitored/aligned to address diverse student needs, learning styles
3.1g Teacher collaboration to review student work to inform practice

### Learning Environment

<b>Standard 4 – School Culture (Effective learning community with climate...)</b>
4.1a Leadership support for safe, orderly, equitable learning environment
4.1b Leaders believe all children can learn at high levels, motivate staff for continuous student improvement
4.1c Teacher beliefs and practices show high expectations for all students
4.1d Teaches & non-teaching staff involved in decision-making on teaching and learning
4.1e Teachers accept their professional role in student success/failure
4.1f Intentional and effective assignment/use of staff strengths
4.1g Teachers regularly communicate student progress with parents
4.1h Teachers/staff care about students and inspire their best efforts
4.1j Student achievement valued and publicly celebrated
4.1k Equity and diversity valued, needs of all students supported
<b>Standard 5 – Student, Family and Community Support (School Works with family/community to remove barriers...)</b>
5.1a Families and communities active partners in educational process
5.1b Structures to ensure all students have access to all curriculum
5.1c Structures & instructional practices to reduce barriers to learning
5.1d Instructional assistance for students beyond initial classroom instruction
<b>Standard 6 – Professional Growth, Development and Evaluation (Researched-based, professional development and performance evaluation to improve teaching and learning)</b>
6.1b Building instructional capacity through on-going professional development
6.1c Staff development aligned with student performance goals and staff professional growth plans
6.2c Staff evaluations and growth plans effectively used to improve staff proficiency
6.2f Leadership provides evaluation follow-up and support to change practice

## Efficiency

<b>Standard 7 – Leadership (Instructional decisions focus on support for teaching/learning, organizational direction, high performance expectations, learning culture, and developing leadership capacity...)</b>
7.1b Leadership decisions are focused on student performance, collaborative, data driven
7.1e Leadership provides all staff access to curriculum resources, data, training
7.1f Leadership protects and focuses use of time for curriculum and instruction
7.1g Leadership provides resources, monitors progress, removes barriers to continuous school improvement
7.1j School Council has intentional focus on student academic performance
7.1k Leader has skills in academic performance, learning environment, efficiency
<b>Standard 8 – Organizational Structure and Resources (Organization and resources maximized for high student and staff performance)</b>
8.1b Master schedule provides all students access to all curriculum
8.1c Staffing based on student learning needs
8.1d Staff's efficient use of time to maximize learning
8.1f Schedule designed to ensure all staff provide quality instructional time
8.2d State/Federal program resources integrated, matched to identified student needs
<b>Standard 9 – Comprehensive and Effective Planning (Implemented school improvement plan focused on teaching and learning)</b>
9.2b Uses data for school improvement planning
9.4b School goals clearly defined
9.6a Plan implemented as develop
9.6c Measures expected impact of plan on student performance and classroom practice

### Appendix C: 2008-2009 NCLB Gap Analysis Tool (Elementary)

READING ALL ELEMENTARY Student Groups	Number of Students	Multiply	Reading Annual Measurable Goal (AMO) 67.04%	Number of students who need to score Proficient	Interim Assessment Results		
					Fall	Winter	Spring
Total		X	.6704				
Elementary African American		X	.6704				
Elementary Hispanic		X	.6704				
Elementary Free/ Reduce Lunch		X	.6704				
Elementary LEP		X	.6704				
Elementary With Disabilities		X	.6704				
MATH ALL ELEMENTARY Student Groups	Number of Students	Multiply	Math Annual Measurable Goal (AMO) 51.53%	Number of students who need to score Proficient	Interim Assessment Results		
					Fall	Winter	Spring
Total		X	.5153				
Elementary African American		X	.5153				
Elementary Hispanic		X	.5153				
Elementary Free/ Reduce Lunch		X	.5153				
Elementary LEP		X	.5153				
Elementary With Disabilities		X	.5153				

READING THIRD GRADE Student Groups	Number of Students	Multiply	Reading Annual Measurable Goal (AMO) 67.04%	Number of students who need to score Proficient	PAS Results		
					Fall	Winter	Spring
Total in Grade		X	.6704				
3 <sup>rd</sup> Grade African American		X	.6704				
3 <sup>rd</sup> Grade Hispanic		X	.6704				
3 <sup>rd</sup> Grade Free/ Reduce Lunch		X	.6704				
3 <sup>rd</sup> Grade LEP		X	.6704				

3 <sup>rd</sup> Grade With Disabilities		X	.6704				
MATH THIRD GRADE Student Groups	Number of Students	Multiply	Math Annual Measurable Goal (AMO) 51.53%	Number of students who need to score Proficient	PAS Results		
					Fall	Winter	Spring
Total in Grade		X	.5153				
3 <sup>rd</sup> Grade African American		X	.5153				
3 <sup>rd</sup> Grade Hispanic		X	.5153				
3 <sup>rd</sup> Grade Free/ Reduce Lunch		X	.5153				
3 <sup>rd</sup> Grade LEP		X	.5153				
3 <sup>rd</sup> Grade With Disabilities		X	.5153				

READING FOURTH GRADE Student Groups	Number of Students	Multiply	Reading Annual Measurable Goal (AMO) 67.04%	Number of students who need to score Proficient	Interim Assessment Results <small>Fall Winter Spring</small>		
Total in Grade		X	.6704				
4 <sup>th</sup> Grade African American		X	.6704				
4 <sup>th</sup> Grade Hispanic		X	.6704				
4 <sup>th</sup> Grade Free/ Reduce Lunch		X	.6704				
4 <sup>th</sup> Grade LEP		X	.6704				
4 <sup>th</sup> Grade With Disabilities		X	.6704				
MATH FOURTH GRADE Student Groups	Number of Students	Multiply	Math Annual Measurable Goal (AMO) 51.53%	Number of students who need to score Proficient	Interim Assessment Results <small>Fall Winter Spring</small>		
Total in Grade		X	.5153				
4 <sup>th</sup> Grade African American		X	.5153				
4 <sup>th</sup> Grade Hispanic		X	.5153				
4 <sup>th</sup> Grade Free/ Reduce		X	.5153				

<b>Lunch</b>							
<b>4<sup>th</sup> Grade LEP</b>		<b>X</b>	.5153				
<b>4<sup>th</sup> Grade With Disabilities</b>		<b>X</b>	.5153				

READING FIFTH GRADE Student Groups	Number of Students	Multiply	Reading Annual Measurable Goal (AMO) 67.04%	Number of students who need to score Proficient	Interim Assessment Results		
					Fall	Winter	Spring
<b>Total in Grade</b>		<b>X</b>	.6704				
<b>5<sup>th</sup> Grade African American</b>		<b>X</b>	.6704				
<b>5<sup>th</sup> Grade Hispanic</b>		<b>X</b>	.6704				
<b>5<sup>th</sup> Grade Free/ Reduce Lunch</b>		<b>X</b>	.6704				
<b>5<sup>th</sup> Grade LEP</b>		<b>X</b>	.6704				
<b>5<sup>th</sup> Grade With Disabilities</b>		<b>X</b>	.6704				
MATH FIFTH GRADE Student Groups	Number of Students	Multiply	Math Annual Measurable Goal (AMO) 51.53%	Number of students who need to score Proficient	Interim Assessment Results		
					Fall	Winter	Spring
<b>Total in Grade</b>		<b>X</b>	.5153				
<b>5<sup>th</sup> Grade African American</b>		<b>X</b>	.5153				
<b>5<sup>th</sup> Grade Hispanic</b>		<b>X</b>	.5153				
<b>5<sup>th</sup> Grade Free/ Reduce Lunch</b>		<b>X</b>	.5153				
<b>5<sup>th</sup> Grade LEP</b>		<b>X</b>	.5153				
<b>5<sup>th</sup> Grade With Disabilities</b>		<b>X</b>	.5153				



### Appendix C: 2008-2009 NCLB Gap Analysis Tool (Middle School)

READING MIDDLE SCHOOL Student Groups	Number of Students	Multiply	Reading Annual Measurable Goal (AMO) 66%	Number of students who need to score Proficient	Interim Assessment Results <u>Fall</u> <u>Winter</u> <u>Spring</u>		
Total in Grade		X	.66				
African American		X	.66				
Hispanic		X	.66				
Free/ Reduce Lunch		X	.66				
LEP		X	.66				
With Disabilities		X	.66				
MATH MIDDLE SCHOOL Student Groups	Number of Students	Multiply	Math Annual Measurable Goal (AMO) 47.81%	Number of students who need to score Proficient	Interim Assessment Results <u>Fall</u> <u>Winter</u> <u>Spring</u>		
Total in Grade		X	.4781				
African American		X	.4781				
Hispanic		X	.4781				
Free/ Reduce Lunch		X	.4781				
LEP		X	.4781				
With Disabilities		X	.4781				

### Appendix C: 2008-2009 NCLB Gap Analysis Tool (High School)

READING HIGH SCHOOL Student Groups	Number of Students	Multiply	Reading Annual Measurable Goal (AMO) 49.54%	Number of students who need to score Proficient	Interim Assessment Results <small>Fall Winter Spring</small>		
Total in Grade		X	.4954				
10 <sup>th</sup> Grade African American		X	.4954				
10 <sup>th</sup> Grade Hispanic		X	.4954				
10 <sup>th</sup> Grade Free/ Reduce Lunch		X	.4954				
10 <sup>th</sup> Grade LEP		X	.4954				
10 <sup>th</sup> Grade With Disabilities		X	.4954				
MATH HIGH SCHOOL Student Groups	Number of Students	Multiply	Math Annual Measurable Goal (AMO) 49.85%	Number of students who need to score Proficient	Interim Assessment Results <small>Fall Winter Spring</small>		
Total in Grade		X	.4985				
11 <sup>th</sup> Grade African American		X	.4985				
11 <sup>th</sup> Grade Hispanic		X	.4985				
11 <sup>th</sup> Grade Free/ Reduce Lunch		X	.4985				
11 <sup>th</sup> Grade LEP		X	.4985				
11 <sup>th</sup> Grade With Disabilities		X	.4985				

## Appendix D: NCLB Checklist for School Improvement Plans

The school improvement plan:			
	YES	NO	Comments
1. Incorporates strategies grounded in scientifically based research that will strengthen instruction in core academic subjects and address the specific academic achievement gap issues that caused the school to be identified for improvement. <ul style="list-style-type: none"> <li>• Valid and reliable</li> <li>• Supported by sufficient data for targeted groups of students</li> <li>• Accepted by scientific community as replicable</li> </ul>			
2. Provides an assurance that the school spend at least 10% of its Title I school allocation for for professional development that directly addresses academic achievement and specify how the professional development funds will be used to remove the school from its improvement status: _____ Uses school/district improvement plans & Individual Growth Plans (IGPs) _____ Research based (see above) _____ Priorities based on student achievement data _____ Sets strategies & monitors progress for staff _____ Sustains continuous improvement			
3. Establishes specific annual, measurable objectives and monitors at regular intervals (minimum of two times) during the year for continuous and substantial progress of each group of students to ensure that all students are proficient by 2014 as measured by CATS: _____ Students with disabilities _____ Students with limited English proficiency (LEP) _____ Minority students _____ Students who are eligible for free and reduced lunch			
4. Adopts policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students are proficient by 2014 as measured by CATS.			
5. Includes, as appropriate, student learning activities and interventions _____ Before school _____ After school _____ During summer _____ During any extension of the school year			
6. Includes strategies to promote effective parental involvement, engage parents as partners with teachers and involve parents in meaningful decision-making at the school.			
7. Incorporates a teacher-mentoring program that teams up novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement.			

**Appendix E: School Portfolio Contents**  
 Review of these documents will focus on addressing achievement gaps.

<b>Portfolio Documents</b>	<b>Std 1 CURRICULUM</b>	<b>Std 2 ASSESSMENT</b>	<b>Std 3 INSTRUCTION</b>	<b>Std 4 CULTURE</b>	<b>Std 5 FAMILY &amp; COMMUNITY SUPPORT</b>	<b>Std 6 PROFESSIONAL GROWTH</b>	<b>Std 7 LEADERSHIP</b>	<b>Std 8 ORGANIZATION</b>	<b>Std 9 PLANNING</b>
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN AND IMPLEMENTATION AND IMPACT CHECKS	1.1a 1.1f	2.1b 2.1d 2.1e	3.1a 3.1g	4.1a 4.1b 4.1c 4.1d 4.1k	5.1c 5.1d	6.1b 6.1c 6.2c	7.1e 7.1g 7.1j	8.1f 8.2d	9.2b 9.4b 9.6a
CURRICULUM ALIGNMENT DOCUMENTS	1.1a 1.1g								
CURRICULUM MONITORING TOOLS	1.1a 1.1f 1.1g	2.1a 2.1d 2.1f	3.1g						
TEACHER UNIT/LESSON PLANS	1.1a 1.1g	2.1a 2.1b 2.1c 2.1e	3.1a 3.1b 3.1c	4.1c 4.1k	5.1a 5.1c		7.1e	8.1f	
MASTER SCHEDULE	1.1g	2.1b 2.1c		4.1a 4.1c 4.1h			7.1f	8.1b 8.1d 8.1f	
PROFESSIONAL DEVELOPMENT PLAN AND ACTIVITIES	1.1a 1.1g	2.1b 2.1d 2.1e	3.1g	4.1b 4.1e	5.1c	6.1b 6.1c 6.2f	7.1e	8.1d	
SCHOOL BASED DECISION MAKING COUNCIL POLICIES/ BY-LAWS AND MINUTES	1.1a 1.1f	2.1b 2.1d 2.1e	3.1b 3.1c	4.1a 4.1b 4.1c 4.1d 4.1g 4.1i 4.1j 4.1k	5.1a 5.1b 5.1c 5.1d	6.1b	7.1f 7.1g 7.1k	8.1c 8.1d 8.1f 8.2d	9.2b 9.6a
SCHOOL HANDBOOK	1.1g	2.1b 2.1c		4.1a 4.1c 4.1h			7.1f	8.1b 8.1d 8.1f	
SCHOOL REPORT CARD (INCLUDING EXPANDED VERSION)							7.1b		

<b>Portfolio Documents</b>	<b>Std 1 CURRICULUM</b>	<b>Std 2 ASSESSMENT</b>	<b>Std 3 INSTRUCTION</b>	<b>Std 4 CULTURE</b>	<b>Std 5 FAMILY &amp; COMMUNIT Y SUPPORT</b>	<b>Std 6 PROFESSIONAL GROWTH</b>	<b>Std 7 LEADERSHIP</b>	<b>Std 8 ORGANIZATION</b>	<b>Std 9 PLANNING</b>
SCHOOL SURVEY DATA (Leadership Self Assessment, SISl, Perception Surveys, Title I Parent Surveys, Effective Schools Survey)			3.1a 3.1c	4.1a 4.1b 4.1c 4.1i 4.1j	5.1a 5.1b 5.1c	6.1b 6.1c	7.1b 7.1k	8.1b 8.1c	9.4b
SCHOOL WALKTHROUGH DATA**		2.1c 2.1f	3.1a 3.1c 3.1d	4.1h 4.1k				8.1d	
NCLB AND CATS ASSESSMENT RESULTS		2.1b 2.1d 2.1e	3.1a	4.1e			7.1b 7.1j 7.1k		9.2b
STUDENT ACHIEVEMENT DATA ( INTERIM AND FORMATIVE ASSESSMENT DATA)		2.1a 2.1b 2.1d		4.1g			7.1b 7.1j 7.1k	8.1f	9.2b
SAMPLES OF STUDENT WORK /ASSESSMENTS, SCORING GUIDES/RUBRICS IN CORE AREAS AT ALL GRADE LEVELS		2.1c	3.1a 3.1c	4.1j					
WRITING PORTFOLIO ANALYSIS DATA		2.1h	3.1g	4.1b 4.1c	5.1d		7.1g		
NCLB /SB 168 REVIEW RUBRIC **							7.1b 7.1g		9.2a 9.2b 9.3b 9.3c 9.4a
NCLB GAP ANALYSIS TOOL **		2.1d		4.1d 4.1j 4.1k				8.1c 8.1f 8.2d	
INVENTORY OF READING AND MATH INSTRUCTIONAL CORE AND INTERVENTION PROGRAMS **	1.1g		3.1f	4.1e	5.1b		7.1g 7.1h	8.1f	

\*\*TEMPLATE IN APPENDIX

## Appendix F: SISI Survey (Paper and Pencil Version)

Directions: For each of the SISI indicators below, first rate your own individual knowledge and experience with the indicator, and then rate your school's level of implementation of the indicator.				
<b>Individual Knowledge/Experience Ratings:</b> 4 – Expanding/Refining 3 – Competent 2 – Developing 1 -- Beginning				
<b>School Level of Implementation:</b> 4 – Exemplary 3 – Fully functioning 2 – Limited 1 – Little or none				
<b>Standard 1: Curriculum – rigorous, intentional, aligned</b>				
		<b>4</b>	<b>3</b>	<b>2</b>
		<b>1</b>		
1.1a	Aligned with academic expectations, core content, and program of studies			
	<i>Individual Knowledge/Experience</i>			
	<i>School Level of Implementation</i>			
1.1f				
	Process to monitor, evaluate and review curriculum			
	<i>Individual Knowledge/Experience</i>			
	<i>School Level of Implementation</i>			
1.1g				
	Common academic core for all students			
	<i>Individual Knowledge/Experience</i>			
	<i>School Level of Implementation</i>			
<b>Standard 2: Classroom Evaluation / Assessment – multiple evaluation and assessment strategies</b>				
		<b>4</b>	<b>3</b>	<b>2</b>
		<b>1</b>		
2.1a	Classroom assessments are frequent, rigorous, aligned			
	<i>Individual Knowledge/Experience</i>			
	<i>School Level of Implementation</i>			
2.1b				
	Teachers collaborate in design of assessment, aligned			
	<i>Individual Knowledge/Experience</i>			
	<i>School Level of Implementation</i>			
2.1c				
	Students can articulate the expectations and know requirements			
	<i>Individual Knowledge/Experience</i>			
	<i>School Level of Implementation</i>			
2.1d				
	Test scores are used to identify achievement gaps			
	<i>Individual Knowledge/Experience</i>			
	<i>School Level of Implementation</i>			
2.1e				
	Multiple assessments provide feedback on learning			
	<i>Individual Knowledge/Experience</i>			
	<i>School Level of Implementation</i>			
2.1f				
	Performance standards communicated and observable			
	<i>Individual Knowledge/Experience</i>			
	<i>School Level of Implementation</i>			

<b>Standard 3: Instruction – instructional program engages all students</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3.1a	Varied instructional strategies used in all classrooms				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
3.1b	Instructional strategies / activities aligned with goals				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
3.1c	Strategies monitored / aligned to address learning styles				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
3.1g	Teacher collaboration to review student work				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				

<b>Standard 5: Student, Family, Community Support – school works with families / community to remove barriers to learning</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
5.1a	Families, community, school are active partners				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
5.1b	All students have access to all curriculum				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
5.1c	Structures & practices to reduce barriers to learning				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
5.1d	Instructional assistance for students outside the classroom				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				

<b>Standard 6- Professional Development – research-based to improve teaching and learning</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
6.1b	Building capacity with on-going professional development				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
6.1c	Staff development aligned with student performance goals				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
<b>Standard 6- Professional Growth and Evaluation – to improve teaching and learning</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
6.2c	Evaluation and professional growth plans effectively used to improve teaching and learning				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
6.2f	Leadership provides evaluation follow-up and support				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
<b>Standard 7: Leadership – instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, learning culture, and leadership capacity</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
7.1b	Leadership decisions are collaborative, data driven, performance				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
7.1e	Leadership provides access to curriculum and data				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
7.1f	Leadership maximizes time effectiveness				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
7.1g	Leadership provides resources, monitors progress, removes barriers to learning				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
7.1j	School council has intentional focus on student academic performance				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
7.1k	Leader has skills in academic performance, learning environment, efficiency				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				



<b>Standard 8: Organizational Structure and Resources – organization maximizes time, space, resources</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
8.1b	Master schedule provides access for all students				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
8.1c	Staff assignments based on student needs				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
8.1d	Staff uses time effectively to maximize learning				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
8.1f	Schedules are aligned with student learning needs				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
8.2d	State / federal funds allocated with school improvement plan goals and data needs				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				

<b>Standard 9: Comprehensive and Effective Planning – school improvement planning</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
9.2b	Uses data for school improvement planning				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
<b>Analyzing Instructional, Organizational Effectiveness</b>					
9.4b	School goals are defined				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
<b>Development of Improvement Plan Implementation and Documentation</b>					
9.6a	Plan is implemented as developed				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				
9.6c	Evaluate student performance according to plan				
	<i>Individual Knowledge/Experience</i>				
	<i>School Level of Implementation</i>				

## Appendix G: Equity Survey for Parents

**Check one for each statement:**

**SA = Strongly Agree with the statement**

**A = Agree with the statement**

**D = Disagree with the statement**

**SD = Strongly Disagree with the statement**

	SA	A	D	SD
1. My child has access to high level teaching and learning that is expected for his/her grade level.				
2. Teachers frequently test what my child knows and use this test information to improve the way they teach my child.				
3. Teachers use knowledge about their students' family backgrounds, interests and the different ways they learn best when teaching a concept or skill.				
4. My child's teachers do a good a job of teaching all learners.				
5. My child's teachers have high expectations and inspire his/her best efforts.				
6. My child's school is a welcoming, safe, warm and orderly place.				
7. My child's school purposely reaches out to and communicates with families and communities of different cultural backgrounds in many different ways.				
8. My child can get extra help if he/she needs it.				
9. My child's school communicates with me regularly.				
10. My child's school actively encourages my participation in school activities.				
11. My involvement in my child's school work is valued and strongly encouraged.				
12. School leadership acknowledges and addresses questions and concerns I have about my child.				
13. My child's school provides textbooks, technology, classroom space and other materials necessary for him/her to learn successfully.				

Based on Kentucky's Standards and Indicators for School Improvement

## Appendix H: Sample Classroom Walkthrough Observation

School: \_\_\_\_\_ Observer: \_\_\_\_\_

<b>CRITERIA:</b> Please check appropriate descriptors (check only descriptors that you observe)																																														
<b>ACADEMIC PERFORMANCE</b>	<b>Comments</b>																																													
<input type="checkbox"/> Daily learning objectives clearly state what students should know and be able to do.																																														
<input type="checkbox"/> Lesson plans align to Kentucky curriculum documents.																																														
<input type="checkbox"/> Teaching is based on up-to-date lesson plan.																																														
<input type="checkbox"/> Assessments are congruent to Kentucky curriculum documents.																																														
<input type="checkbox"/> Students demonstrate learning in a variety of ways.																																														
<input type="checkbox"/> Higher order questioning is demonstrated.																																														
<input type="checkbox"/> Instruction engages ALL students.																																														
<input type="checkbox"/> Multiple learning styles and cultural differences are addressed.																																														
<input type="checkbox"/> Student choice is provided.																																														
<b>LEARNING ENVIRONMENT</b>	<b>Comments</b>																																													
<input type="checkbox"/> Teacher maintains high expectations for ALL students.																																														
<input type="checkbox"/> Teacher exhibits positive attitude towards ALL students.																																														
<input type="checkbox"/> Equity and diversity are valued and supported.																																														
<b>EFFICIENCY</b>	<b>Comments</b>																																													
<input type="checkbox"/> Instructional time is used to maximize learning.																																														
<input type="checkbox"/> Class size is appropriate to meet ALL students' needs.																																														
<p style="text-align: center;">Physical Setting:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 10%; text-align: right;"><b>Yes</b></td> <td style="width: 10%; text-align: right;"><b>No</b></td> <td></td> </tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Classroom is clean, safe and orderly</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Student work is displayed</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Materials are accessible to students</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Classroom layout promotes group work</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Adequate space for activities</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Evidence of multicultural materials</td></tr> </table>	<b>Yes</b>	<b>No</b>		<input type="checkbox"/>	<input type="checkbox"/>	Classroom is clean, safe and orderly	<input type="checkbox"/>	<input type="checkbox"/>	Student work is displayed	<input type="checkbox"/>	<input type="checkbox"/>	Materials are accessible to students	<input type="checkbox"/>	<input type="checkbox"/>	Classroom layout promotes group work	<input type="checkbox"/>	<input type="checkbox"/>	Adequate space for activities	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of multicultural materials	<p style="text-align: center;">Activities in progress:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 10%; text-align: right;"><b>Yes</b></td> <td style="width: 10%; text-align: right;"><b>No</b></td> <td></td> </tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Lecture</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Teacher Demonstration</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Teacher/Student discussion</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Student/Student discussion</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Cooperative group activity</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Technology used by students</td></tr> </table>	<b>Yes</b>	<b>No</b>		<input type="checkbox"/>	<input type="checkbox"/>	Lecture	<input type="checkbox"/>	<input type="checkbox"/>	Teacher Demonstration	<input type="checkbox"/>	<input type="checkbox"/>	Teacher/Student discussion	<input type="checkbox"/>	<input type="checkbox"/>	Student/Student discussion	<input type="checkbox"/>	<input type="checkbox"/>	Cooperative group activity	<input type="checkbox"/>	<input type="checkbox"/>	Technology used by students			
<b>Yes</b>	<b>No</b>																																													
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<input type="checkbox"/>	<input type="checkbox"/>	Lecture																																												
<input type="checkbox"/>	<input type="checkbox"/>	Teacher Demonstration																																												
<input type="checkbox"/>	<input type="checkbox"/>	Teacher/Student discussion																																												
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<input type="checkbox"/>	<input type="checkbox"/>	Cooperative group activity																																												
<input type="checkbox"/>	<input type="checkbox"/>	Technology used by students																																												
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<p># Students Actively Engaged: _____</p> <p># Students Not Actively Engaged: _____</p>																																														

## Appendix I: Sample Classroom Walkthrough Descriptors

### **Academic Performance**

- ❑ **Daily learning objectives**  
Congruent to Kentucky standards, student-friendly language, clearly identifies what students need to know and be able to do by the end of the lesson
- ❑ **Assessments are congruent**  
Assessments directly match the content and depth of knowledge specified in the targeted Kentucky standards
- ❑ **Higher order thinking activities**  
Classroom activities exhibit a high level of complexity and require students to problem solve, inquire, make connections and reflect in order to effectively participate in the instructional activity
- ❑ **Student engagement**  
Lesson addresses student interest, attention, and participation. Reported by the number of students who are and are not actively participating in the lesson.
- ❑ **Learning styles**  
Lessons provide differentiated student activities based on multiple intelligences, learning styles and cultural backgrounds.

### **Learning Environment**

- ❑ **Teacher maintains high expectations for ALL**  
All students participate in high-level learning experiences and teacher holds all students accountable for learning
- ❑ **Equity and diversity are valued and supported**  
Students' varied backgrounds, experiences and thinking are appreciated and evident in discussions, student work, student choice and instructional materials

### **Efficiency**

- ❑ **Instructional time is used to maximize learning**  
Class interruptions are kept to a minimum. Bell to bell instruction is focused on teaching and learning.
- ❑ **Appropriate class size**  
Class size allows for all students varied learning needs to be met.

## Appendix J: Evaluating Evidence and Findings

(Jeopardy PowerPoint file on CD)

### Instructions:

The goal of this exercise is to familiarize staff with models of findings statements that are tightly aligned to the indicator and based on a triangulation of various types of evidence. The information is presented in the style of a Jeopardy game that poses multiple choice questions. Time should be allowed after each question to discuss and debrief the 'best answer'.

The categories align with the standards groupings for each gap study team (Group 1: Standardss 1,2,3; Group 2: Standard 4; Group 3: Standards 5,8,9; and Group 4: Standards 6 and 7). The facilitator may open up the game to the whole staff, or choose to let each gap study team answer only the questions addressing their standards. In the second option, the whole staff can still listen and learn from all the questions.

Here is an example of the type of questions that are posed in this exercise:

Finding Statement:

Grade level appropriate curriculum standards and learning objectives are not consistently communicated to all the students in all classes. The curriculum does not elicit higher order thinking and problem solving skills from all students, nor does it provide extensions for more challenging offerings to meet student needs. Some classroom content is not grade level appropriate as samples of student work reveal low expectations.

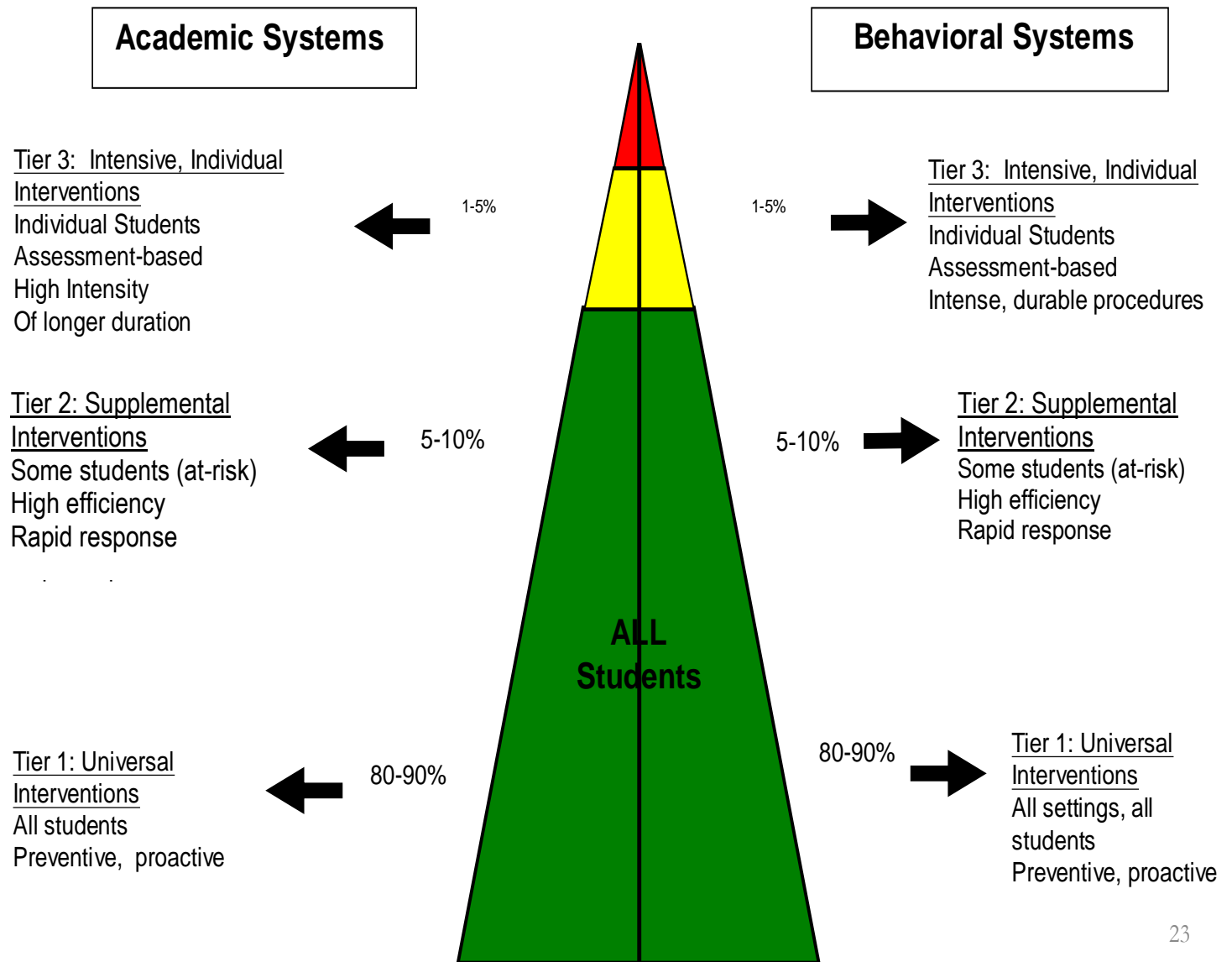
Which indicator does this finding best fit?

- A. **3.1.d.** Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning
- B. **1.1.g.** The curriculum provides access to a common academic core for all students.
- C. **2.1.c.** Students can articulate the academic expectations in each class and know what is required to be proficient.

Correct Answer: B. Justification: While this finding also talks about high expectations and learning that is challenging for students, its main focus is not assessment or instruction, but the uniform access to high-level standards/curriculum for all students.

The facilitator is provided with trainer notes in the PowerPoint file to give the correct answer and justification to use for the discussion and debriefing.

## Appendix K: Three Tiered Model of School Supports



## Appendix L: Inventory of Instructional Core and Intervention Program

School: _____	Grade Level: _____	____ Reading    ____ Math
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**Tier 3 – Intensive Individualized Instruction** →

**Tier 2 - Supplemental Interventions** →

**Tier 1 – Core Instruction** →

Distribute

## **Appendix M: School Based Achievement Gap Study Day Sample Agenda**

(Seat by pre-assigned teams)

- |                           |   |
|---------------------------|---|
| (30 minutes)              | Title I Coordinator and School Leadership:<br>Ground rules, purpose of achievement gap study , objectives<br>for the day and protocols for whole group and team work  |
| (150 minutes)             | Team facilitators lead members of each team: <ul style="list-style-type: none"><li>a. Read each indicator, “Fully Functioning” descriptors,<br/>and draft finding</li><li>b. Discuss and evaluate multiple evidence sources for<br/>each draft finding</li><li>c. Come to consensus on school’s performance for the<br/>indicator: fully functioning OR not fully functioning</li><li>d. After all assigned indicators have been discussed,<br/>prioritize top three indicators and recommend actions to<br/>address each</li><li>e. Chart priorities and recommended actions</li></ul> |
|                           | Lunch Break   |
| (30 minutes<br>per group) | Each team presents draft findings, recommendations and next<br>steps to the whole staff. Allow discussion time and input after<br>each standard.  |
| (30 minutes)              | Gallery Walk: All staff provide input by individually indicating<br>their top 5-6 priorities overall using sticker dots.<br>School leadership summarizes results and possible next steps  |
| (15 minutes)              | Title I Coordinator outlines next steps and timelines after this<br>day, including who will be involved in revision of CSIP and<br>professional development plans, and the peer review process  |



## Appendix N: School Based Gap Study Team Jump-Start Questions

These questions, which are group according to the four self-study teams, should be used by the study teams to guide their initial discussions of the findings for their standards. They should present evidence from various sources to support their answers. The team facilitator may choose the questions from the list that are most relevant to their school's needs.

### Group 1

#### Standards 1 (Curriculum), 2 (Assessment), 3 (Instruction)

1. Do all of our students have access to a rigorous curriculum? If so, how? If not, why? Are students in pull-out settings getting the same grade-level standards and high level work? Who gets to take the 'advanced' classes or be in the 'advanced' groups?
2. How do we identify achievement gaps? How do we know which concepts and skills are not being learned at all or not learned well? How do we know which students are not learning what's expected at their grade level? How often do we check on our students' progress?
3. Do we expect students who are academically behind to catch up? What do we do differently for them so they can catch up? What else do we do if they don't catch up? Do they end up missing some regular classes or content when we pull them out for intervention or remediation?
4. What protocol or process do we use to analyze student work? How often do we look at our students' work together?
5. Do our students always know what they have learned well, and what else they need to learn better? How and how often do we tell them how they are doing in our classes? Do they know how to get better at what they are learning?
6. In what ways do we initiate new teaching and assessment practices? How do we decide the way we teach and assess a concept or skill? How do we decide when we need to change the way we teach and assess that concept or skill?
7. How do we know that the ways we teach in different classes result in the same high-level learning for all our students?
8. How do we consider the family and cultural backgrounds of our students when we design lessons and what teaching strategies to use? How do we take advantage their learning styles and interests to help them learn?

## **Group 2**

### **Standard 4 (Culture)**

1. Are our classrooms a physically safe place for our all our students to learn well? Are our students encouraged to take risks and know that it's okay to learn from our mistakes? Do they see us, their teachers, taking risks and learning from our own mistakes as well?
2. Do all our students clearly understand how they are expected to behave and treat each other in school? Do we have systems in place for students and classes to constantly check how well they are doing with these expectations? Do we have systematic ways to support students when they are not meeting these expectations?
3. Do our school leaders engage the staff, students and families in making decisions and creating policies that affect teaching and learning? How is this involvement and input sought out?
4. Do we as teachers believe that the way we teach and what we teach is the most important factor for students to learn at high levels? How do we accept ownership when our students succeed and when they fail to learn?
5. How are our strengths as teachers purposely being matched to the needs of individuals and groups of students when classes and teaching responsibilities are assigned?
6. How often does our school publicly celebrate good work and good behavior? Do we communicate regularly with parents and the community about how well our students are doing?
7. How do we take time to build rapport and trusting relationships with our students? Do all students know who they can go to when they need help? Do we encourage and support our students to give their best in everything they do?

### Group 3

#### Standards 5 (Student, Family, Community Support), 8 (Organization and Resources), 9 (Planning)

1. How do we bring in our families and their communities as partners in helping our students achieve academically and in other ways?
2. What additional opportunities and different ways for students to learn the expected content and skills are built into our master schedule and instructional day? Are these opportunities provided in addition to, or lieu of, their regular classes?
3. Which students get to take the 'advanced'/high-level or gifted and talented classes? Participate in 'high-ability' groups? Which students don't get to be in either? Are they typically the same students? How do we decide which students get to participate or not?
4. Do we have any practices, structures, traditions at this school that could possibly hinder, instead of support, higher-level learning for all our students?
5. Are teaching and support staff assigned and moved based on what the data says about what students need?
6. How much of our instructional period, day and year is focused on rigorous teaching and learning? Do school leaders do their best to protect and promote quality instructional time? How are interruptions during the day minimized or eliminated? Are there any school events or trips that take away from core instructional time during the year?
7. Do we purposely focus our time and resources on addressing the student achievement goals in our school improvement plan based on student performance data? Do we monitor progress on our school improvement plans regularly? Do we use a variety of data sources as evidence of progress?

## Group 4

### Standards 6 (Professional Growth) and 7 (Leadership)

1. How do we determine where we need to grow professionally? What are our professional development plans based on? Who decides?
2. How do we get better at what we do? Does most of our professional growth happen individually, as teams, or as a whole school? Does most of it happen over the summer, during the year, or both? Do we learn from others within our school? Outside our school?
3. How often do we meet as teams or as a whole school staff? Who are included and who are not? What do these meetings focus on? What gets accomplished? How do school leaders support us during these meetings? How do these meetings help us to do better meet the learning needs of our students?
4. How often is our work formally and informally evaluated by school administrators? What specific and helpful feedback and support are we provided to improve our teaching? What is this feedback based on? How is this evaluation process connected to the school's goals and our professional growth plans?
5. Do our school leaders work with others to arrive at decisions for the school? What information is considered when making these decisions? Do school leaders regularly share data in a meaningful way so that we can make informed decisions as teachers and teacher teams?
6. How do our school leaders (principal and school council) and instructional support staff (e.g. coaches, leadership team, team leaders) monitor how well we use instructional time, and how we use other resources to ensure progress for all our students? How do our school leaders help remove barriers for our struggling learners?
7. Do our school leaders have the knowledge, capacity, and will to support high quality teaching and monitor for high-level learning? How much of our school council's work is focused on academic achievement and addressing achievement gaps?

## Appendix O: Tips for Being a Great Team Member

- Read and study assigned materials and come prepared to the Gap Study Day.
- Follow the directions of the team facilitator. Be prepared to actively listen and collaborate in finding solutions.
- Be respectful of the opinions of others. Maintain professional behavior and honor confidentiality.
- Be analytical. Look deeply at all the evidence to be sure you are giving an honest appraisal of where the school is now and where it needs to be.
- Do not rely on your memory, no matter how good it is. Take notes based on data/documents. Make sure they are detailed and clearly written.
- Find hard data to support your professional judgments. Think school wide. All means all students.
- Let the **Abbreviated Standards and Indicators for School Improvement** form the basis of your questions and investigations.
- Always stay focused on the purpose of addressing gaps in the achievement of ALL students.



## Appendix P: Prioritizing Our Next Steps

After each gap study team presents their recommendations to the whole faculty, the process outlined below will be used by the whole staff to prioritize the school's next steps, timeline, and persons responsible.

### Step 1

Each gap study team will list all indicators judged as **Not Fully Functioning** by the team. Identify the indicators that are also Variance Points. (See **Appendix B**, p. 11).

### Step 2

Following discussions with staff and leadership, select three (3) of the indicators listed in step 1 above that have the potential to have the greatest positive impact on closing student achievement gaps. Keep in mind that some standards have a more direct impact on student achievement gaps than others. It is quite possible that some of the indicators rated as (1) will be of lower priority than some that were rated as (2). Decisions about the priority given each indicator need to be based on potential impact: consider the variance points and what we know about best practices in assessment, instruction and curriculum.

Use the table below to prioritize the indicators chosen as a result of this discussion. Include the reasoning for choosing each indicator and potential action your school can take to address them.

<b>Priority Indicator 1</b>	
Reason for selecting this indicator	
Action to be taken to address the indicator	

<b>Priority Indicator 2</b>	
Reason for selecting this indicator	
Action to be taken to address the indicator	

<b>Priority Indicator 3</b>	
Reason for selecting this indicator	
Action to be taken to address the indicator	

### Step 3

#### Whole School Prioritizing and Consensus

1. Each gap study team will list their top three priority actions (put the indicator in parentheses next to each action) on chart paper and post in the room. Each gap study team will briefly explain to the whole staff how they arrived at their priority indicators and actions.
2. All staff members will decide on their top five priority actions for the school from the total of twelve (12) charted priorities, based on the evidence and rationale presented by each study team. Each staff member will be given five sticker dots which they will use to vote on their top five choices.
3. The whole staff will discuss the top five vote-getting indicators/actions. The school leadership team will then take the results of this gap study day and use the template in **Appendix Q**, p. 39, to determine measurable benchmarks, timelines for implementation and responsible persons.
4. The school leadership team and/or planning committee will draft a revised comprehensive school improvement plan based on this information.
5. The draft comprehensive school improvement plan will be presented to the whole staff at a future staff meeting prior to posting on the district website.

## Appendix Q: School Based Achievement Gap Study Implementation and Impact Check

This table is used by the school leadership team to summarize the next steps after the Gap Study. An alternate format consistent with the school improvement plan may also be used. A completed version is later presented to the school council, staff, and school community and used for progress monitoring. An electronic version of this template is available in the Training and Resource CD.

PRIORITIZED NEXT STEPS	MEASURABLE BENCHMARKS	TIMELINE	RESPONSIBLE PERSONS	IMPLEMENTATION STATUS



## **Contact Information**

**Questions may be directed to our office by phone, e-mail or letter.**

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